

# SETTT FOR SUCCESS: COMPREHENSIVE ACADEMIC INSTRUCTION

## LEARNING OBJECTIVES

- 1) Participants will understand comprehensive academic instruction and how it differs from focusing on functional curricula or life skills in academic classes.
- 2) Participants will describe why comprehensive academic instruction is important for students with significant cognitive disabilities.
- 3) Participants will describe how comprehensive academic instruction can be designed using several content standards together and the big ideas that connect them.

This guide describes the preparation, flow, and materials for a professional learning experience on comprehensive academic instruction. Facilitators should use the PowerPoint slides and corresponding notes to facilitate this professional learning. Small group discussion activities are included in the PowerPoint slides, along with potential responses.



**THE ACTIVITIES WILL TAKE APPROXIMATELY 35–40 MINUTES.**

## SETTING UP

### EQUIPMENT

- ✓ Facilitator computer to display PowerPoint slides
- ✓ LCD projector with sound systems to play embedded video clips
- ✓ A method for recording responses during group discussion
  - Examples include large chart paper, whiteboard, sticky notes, or polling software.

## TRAINING MATERIALS (AGENDA, ANY HANDOUTS OR WORKSHEETS)

- ✓ Agenda
- ✓ PowerPoint slides
- ✓ Evaluation survey

### AGENDA

<b>Time (Minutes)</b>	<b>Section</b>	<b>Content</b>	<b>Activity</b>
2–3	Introduction	Introduction to module, learning objectives	(No content)
10	Defining Comprehensive Academic Instruction	Participants will define the concept of comprehensive academic instruction.	Small group discussion: Put comprehensive academic instruction in your own words. How would you explain this to a colleague or another teacher who was not familiar with this kind of instruction?

<b>Time (Minutes)</b>	<b>Section</b>	<b>Content</b>	<b>Activity</b>
7–10	Why Use Comprehensive Academic Instruction	Participants will understand why comprehensive academic instruction is important for students.	Small group discussion: Reflect on the characteristics of a classroom where teachers are incorporating comprehensive academic instruction. What are students doing in class? Why is it important that students are engaging in learning in this way?

<b>Time (Minutes)</b>	<b>Section</b>	<b>Content</b>	<b>Activity</b>
10	Comprehensive Academic Instruction Content Area Examples	Participants will identify specific instructional strategies across content areas that reflect comprehensive academic instruction.	Small group discussion: Two trainers discussed instructional strategies to include in professional development (PD) that reflect comprehensive academic instruction.  Identify two strategies for teaching comprehensive academic instruction that you learned about. How can you see yourself incorporating these ideas in your PD?
	Wrap-up	Closing information	(No content)

## **ACTIVITIES OVERVIEW (APPROXIMATELY 35–40 MINUTES)**

### **SECTION 1—NO ACTIVITY**

### **SECTION 2—DEFINING COMPREHENSIVE ACADEMIC INSTRUCTION**

#### **SMALL GROUP DISCUSSION**

##### Question

- 1) Put comprehensive academic instruction in your own words. How would you explain this to a colleague or another teacher who was not familiar with this kind of instruction?

Potential responses could include:

- Building conceptual understanding
- Connecting big ideas across content areas
- Target multiple standards
- Connections between conceptual understanding and procedural application
- Learning across content areas
- Using a learning map
- Teaching to DLM claims and conceptual areas

### **SECTION 3—WHY USE COMPREHENSIVE ACADEMIC INSTRUCTION**

#### **SMALL GROUP DISCUSSION**

##### Question

- 1) Reflect on the characteristics of a classroom where teachers are incorporating comprehensive academic instruction.
  - a) What are students doing in class?
  - b) Why is it important that students are engaging in learning in this way?

Potential responses could include:

*What are students doing?*

- Students are actively engaging
- Communicating
- Asking questions
- Thinking about their learning
- Making choices
- Active participation

*Why is it important?*

- Increasing academic expectations
- Access to more postsecondary options
- Moving beyond isolated skills

## SECTION 4—COMPREHENSIVE ACADEMIC INSTRUCTION CONTENT AREA EXAMPLES

### SMALL GROUP DISCUSSION

#### Question

- 1) Two trainers discussed instructional strategies to include in PD that reflect comprehensive academic instruction.
  - a) Identify two strategies for teaching comprehensive academic instruction that you learned about.
  - b) How can you see yourself incorporating these ideas in your PD?

Potential responses could include:

#### *Identifying two strategies*

- Planning lessons across content areas (e.g., attributes)
- Using repetition with variety
- Communicating the purpose of the learning goal
- Teaching the concept of models across content areas
- Activating prior knowledge
- Telling teachers the productive struggle is okay

#### *How can you see yourself incorporating these ideas in your PD?*

- Have teachers review DLM testing blueprints to identify big ideas connecting Essential Elements within and across conceptual areas or across subject areas.
- Have teachers design a lesson that incorporates big ideas connecting Essential Elements within and across conceptual areas or across subject areas.

## EVALUATION SURVEY

Use the following questions to evaluate your PD.

### SETTT FOR SUCCESS PROFESSIONAL DEVELOPMENT EVALUATION SURVEY

*Thank you for your time, input, and expertise during your participation at today's professional development. Complete the following feedback survey. Your feedback is valuable!*

*Indicate your level of agreement with the following statements.*

1) The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
2) The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
3) I intend to apply what I learned in this PD experience to my professional practice.	Strongly Disagree	Disagree	Agree	Strongly Agree
4) Completing this PD experience was worth my time and effort.	Strongly Disagree	Disagree	Agree	Strongly Agree
5) How will you apply what you learned in this PD experience to your own professional practice? (optional)				

*Adapted from Dynamic Learning Maps (2022)*

## ADDITIONAL QUESTIONS

*Indicate your level of agreement with the following statements.*

1) The overall goals and objectives for the PD experience were clear.	Strongly Disagree	Disagree	Agree	Strongly Agree
2) The trainer was knowledgeable about the PD content.	Strongly Disagree	Disagree	Agree	Strongly Agree
3) The trainer was effective at guiding teachers through the PD content.	Strongly Disagree	Disagree	Agree	Strongly Agree
4) The technology used during the PD contributed to my learning.	Strongly Disagree	Disagree	Agree	Strongly Agree
5) The resources provided during the PD experience will be useful in the future.	Strongly Disagree	Disagree	Agree	Strongly Agree
6) The length of the PD experience was appropriate.	Strongly Disagree	Disagree	Agree	Strongly Agree

*Adapted from Dynamic Learning Maps (2022)*